

**U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)**

Status: Submitted

Last Updated: 07/18/2017 02:39 PM

Technical Review

Applicant: St. Lucie Public Schools (U351C170095)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	10	10
Quality of Project Services		
1. Project Services	25	24
Quality of Project Personnel		
1. Project Personnel	15	13
Quality of the Management Plan		
1. Management Plan	20	19
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Priority Questions		
Competitive Preference Priority		
Leveraging Technology		
1. CPP 1	5	5
Total	105	101

Technical Review Form

Panel #5 - Professional Development for Arts Educators - 5: 84.351C

Reader #1: *****

Applicant: St. Lucie Public Schools (U351C170095)

Questions

Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

(1) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

(2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Strengths:

1) The project will focus on the district's most disadvantaged populations in 33 schools with an average free and reduced lunch rate of 82%. A total of 34,780 students will be served by this project. (pg. e24)

2) Gaps and weaknesses identified by the applicant address the shift of educational climate due to the focus on "core" subjects in the past. Reduced funding for the arts and a focus on student achievement in core areas has resulted in little to no infrastructure to support arts professional development or a professional community. (pg. e25) Review of the current scope and sequence for the arts in the district shows that there is not an alignment to the current arts standards. In addition, arts teachers have not had the opportunity to work together in professional learning communities. (pg. e26) Recent independent efforts for arts integration in some district schools have resulted in significant academic growth schoolwide. (pg. e27)

The proposal offers a strong case to address these needs by focusing on professional development that will enable arts teachers to work with other academic teachers to integrate the arts into science in its most disadvantaged schools. Arts teachers will receive professional development in implementing the new standards, work with peers in professional learning communities, work in studio time to improve their own artistic skills and pedagogy, attend conferences locally, statewide, and nationally, and build an infrastructure using technology that will sustain the effort beyond the grant project.

Weaknesses:

None.

Reader's Score: 10

Selection Criteria - Quality of Project Services

1. The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(1) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

(2) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.

(3) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

Strengths:

- 1) The proposal focuses on including current effective practices by keeping teachers current on new ideas and strategies through the attendance at state and national conferences and arts residencies (pg. e29), content focused training (pg. e30), peer to peer training (pg. e30-31), and reflection and self-critique (pg. e31). The approaches are clearly supported by current research and pedagogy which is cited in the narrative. (Hilen & Tikkamakki, 2013)
- 2) The proposal asserts that the most desired and likely impact of the project will be student improved achievement in the arts and science. Aligning arts instruction with current standards will increase rigor in arts instruction. Preparing arts teachers to integrate the arts, in cooperation with science teachers, will enhance the environment for learning by raising the level of student creativity and motivation in learning science. (pgs. e32 – e34) Enrollment figures in arts courses in the district reflect a high level of student interest in the fine arts as compared to statewide levels. Figures are higher for economically disadvantaged students than for non-disadvantaged students based on socioeconomic status. (pg. 34)
- 3) The planned professional development program includes strong research based and in-depth training for participants. There will be at least 125 hours of PD offered each of the 4 years of the project with 60 hours required allowing for choice and growth among teachers. The 4 strands focus on the artist teacher as subject area experts, engaging teachers as career long learners, integration of the arts in science, and creating collaborative communities for the arts follow current research and best practice in developing high quality teaching and learning. (pgs. e34 – 43)

Weaknesses:

The project narrative addresses underserved student populations through the selection of schools of high need in previous sections of this proposal. However, it does not address effort to include teachers and leaders of disadvantaged groups as a part of the project. While district policy intends to remove barriers for disadvantaged groups there is no apparent effort to include them in the project.

Reader's Score: 24

Selection Criteria - Quality of Project Personnel

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:**

(1) The qualifications, including relevant training and experience, of key project personnel.

(2) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Strengths:

The proposal states that the district makes every effort to recruit teachers of different backgrounds. District policy forbids discrimination based on age, ancestry, citizenship, color, disability, ethnicity, gender, marital status, medical condition, national origin, political beliefs, pregnancy, race, religion, sex, sexual orientation, or veteran status. (pg. e43) Further the narrative states that the arts teacher leaders “will be drawn from a diversity of schools and school types and will represent diverse areas of arts focus and cultural backgrounds. staff.” (pg. e47)

1) The proposal states that the project will have the support of the Office of Teaching and learning with as staff of over 60 teachers and former administrators with expertise in curriculum, and professional development.

1) Although the Project Director is to be hired upon funding of the grant a job description is provided including qualifications, duties and responsibilities. The Director of Talent, Curriculum Coordinator, and Talent Development Specialist bring to the table a diversity of experiences and perspectives in the arts, STEAM, and leadership skills. Arts Teacher Leaders offer a school level perspective for the project and the technology aspects of the project are supported

by a technology specialist. (pgs. 44 – 48)

2) Community arts organizations and artists have made a commitment to supporting the project. Directors of those organizations also bring diversity in perspective, background and experiences to the project with notable accomplishments. (pgs. e48-49) The projector evaluator possesses a background in music education along with a strong research background. (pg. e50)

Weaknesses:

1)The job description for the project director does not include administrative experience. (pgs. 25, 26). This role will involve administrative duties and experience in this area is not included in the minimum requirements.

Reader's Score: **13**

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

(3) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Strengths:

1) The proposal includes a table which clearly defines milestones, timelines, and assigned responsibilities that will help insure that tasks are completed on time. (pgs. e51 – 54) Ongoing tasks are defined on pages e54 and 55.

2) To provide continuous feedback the project will incorporate pre and post surveys of arts teachers to gather impressions of success of the project. A planning committee including the director, OTL staff, the Talent Development Director, and the arts teacher leaders will meet three times annually to assess the progress of the project. This will involve a rubric developed for this purpose. In addition, a formal evaluation will be conducted by the outside evaluator and will include formative responses to guide improvements in the project. (pgs. e55, 56) This approach provides a regular and continuous assessment of the project to help insure success.

3) A table is provided on pages e 56 and 57 which clearly defines the commitment of key project personnel and the source of funding to support those positions. (pgs. e56, 57)

Weaknesses:

3) The project narrative does not define the commitment of the chief investigator (evaluator).

Reader's Score: **19**

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

(1) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(3) The extent to which the proposed project is supported by strong theory (as defined in this notice).

Strengths:

The proposal presents a very strong model for evaluation of the project.

1) Performance measures are directly aligned with the goals of the project and connected to the results of the professional development program. The intended mixed method of evaluation combines the elements of two groups, the treatment group and a control group and will combine qualitative and quantitative design elements. There will be equal emphasis on the collection of quantitative and qualitative data. Benchmarks will be established in the planning year. (pgs. e57, 58)

2) The proposal lists sample types of quantitative and qualitative data that will be collected and provides a timeline for collection that permits for regular periodic assessment of progress of the project. (pgs. e61, 62) Evaluation instruments used provide a balance between quantitative and qualitative data collection. (Table pgs. e63 – 66)

3) The project is designed and founded on research and best practices. Current research and studies are cited throughout the proposal. The design of the professional development is based on 9 studies which support increasing the professional development time for teachers will result in increased student achievement. Therefore, participating teachers are required to complete 60 hours of professional development per year. The proposal outlines three steps which affect student achievement on page e70. A logic model is included in the appendix (pg. e75)

Weaknesses:

None.

Reader's Score: 30

Priority Questions

Competitive Preference Priority - Leveraging Technology

1. Projects that are designed to leverage technology through one or more of the following:

(a) Using high-speed Internet access and devices to increase students' and educators' access to high-quality accessible digital tools, assessments, and materials, particularly open educational resources.

(b) Implementing high-quality, accessible online courses, online learning communities, or online simulations, such as those for which educators could earn professional development credit or continuing education units through digital credentials based on demonstrated mastery of competencies and performance-based outcomes, instead of traditional time-based metrics.

Strengths:

a) The project will use a blended approach to professional development including online modules and face to face learning, an online professional learning community, capturing of videos for reflective purposes and creating an archive of exemplary lessons, and a digital portfolio for each participating teacher. The digital portfolios will be in open sources format and available beyond the district. (pgs. e21 – 23)

a) Technology training on the tools used for the project will be provided to teachers. (pg. e22)

b) Teachers will take online modules, and earn professional development credit through completion of those modules, but also will earn badges by completing tasks and demonstrating mastery, and attendance at conferences offering targeted training. (pg. e23, 24)

Weaknesses:

None.

Reader's Score: **5**

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Technical Review

Applicant: St. Lucie Public Schools (U351C170095)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	10	10
Quality of Project Services		
1. Project Services	25	24
Quality of Project Personnel		
1. Project Personnel	15	11
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Priority Questions		
Competitive Preference Priority		
Leveraging Technology		
1. CPP 1	5	5
Total	105	100

Technical Review Form

Panel #5 - Professional Development for Arts Educators - 5: 84.351C

Reader #2: *****

Applicant: St. Lucie Public Schools (U351C170095)

Questions

Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

(1) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

(2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Strengths:

Criteria 1 -The proposed project will be implemented in an underserved school district located in East Central Florida. The proposed project will be targeted to serve 33 high need schools. The targeted schools serve A diverse group of students. The average free and reduced lunch eligibility rate at the target schools is 82%. P. 5-6. The districtwide free and Reduced lunch eligibility rate is 65%. The proposed project will address the needs of disadvantaged students with in the school district.

Criteria 2 - The applicant proposes to use the proposed project to address gaps and weaknesses in professional development opportunities provided for arts teachers in the district. The applicant conducted a Survey and found that arts educators in the district expressed a particular need for professional development in the arts as well as a willingness to participate in new professional development opportunities. P. 7. The applicant notes that a focus on core curricular areas has resulted in a lack of focus on professional development for the arts. P. 6-9. The proposed project will address this area of weakness.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

Selection Criteria - Quality of Project Services

1. The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(1) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

(2) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.

(3) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

Strengths:

Criteria 1 – The proposed project will engage arts educators in developing both their skills and practice as artists and their instructional skills and practices. P. 10-11. In addition, the proposed project will incorporate peer to peer training and individual reflection and critique. P. 12. The services reflect up to date, effective practices. The applicant cites extensively from research supporting the professional development practices included in the proposed project. P. 10-12.

Criteria 2 – The proposed project is highly likely to increase arts educators' expertise as artists and teachers. Because the project addresses the need for continued development of teachers' skills as artists, arts educators are likely to engage in improving their craft. In addition, the project's focus on standards based content, reflection and building a community of arts educator peers is likely to support the building of a collaborative professional community among arts educators in the district. P. 10 – 12.

Criteria 3 – The proposed project will include four professional development strands that focus on developing subject area expertise, creating career-engaged learners, integrating arts into core content instruction, and creating a collaborative community. Participants will receive training and support in each of these strands. The applicant proposes to provide over 50 hours of career-engaged learning, 18 hours of arts integration training and 40 hours of studio time. P. 10-12 The proposed professional development services are high quality, high intensity and extensive duration.

Weaknesses:

Criteria 2 – Although the applicant proposes to provide training and support for arts integration in the core content area of science, the applicant does not describe the training and support that will be provided for the core content teachers that will work with the arts teachers on arts integration.

Reader's Score: 24

Selection Criteria - Quality of Project Personnel

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:**

(1) The qualifications, including relevant training and experience, of key project personnel.

(2) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Strengths:

Criteria 1 – The applicant provides information about the key personnel for the grant. The identified personnel possess degrees and experience in fine and performing arts. In addition, both the curriculum coordinator and talent development specialist possess graduate degrees in education leadership. This training and experience are relevant to the project because the curriculum coordinator and talent development specialist will have responsibilities for implementing and monitoring the adoptions of arts programs and the implementation of professional development programs. P. 26-28.

Criteria 2 – The project consultants for the grant include artists, community organizations, and an outside evaluator. Each of these consultants possesses expertise in the field. For example, the outside evaluator is an established researcher who serves a Director of Institutional Assessment at the University of Florida. The outside evaluator also serves as a Professor of Music Education. His knowledge of arts education and experience with program evaluation will support the effective implementation and evaluation of the proposed project. P. 30-31.

Weaknesses:

The applicant indicates that the school district does not discriminate and “makes every effort to recruit teachers of different backgrounds”. P. 24. However, the applicant does not detail any specific steps the applicant will take to encourage applications from members of underrepresented groups.

Criteria 1 – The applicant provides a job description for the Project Director. The minimum qualifications for the Project Director do not include a graduate degree, previous grant management experience or administrative credentials. P. 26.

Reader's Score: 11

Selection Criteria - Quality of the Management Plan

1. **The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

(3) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Strengths:

Criteria 1 - The applicant provides a detailed management plan with clear timelines and milestones for completing project tasks. P. 34-35. The management plan includes activities that coincide with each strand of the professional development plan. This is likely to assist the applicant with completing the project on time and on budget.

Criteria 2 – The applicant proposes to gather feedback throughout the project. The applicant proposes to create a planning committee which will oversee the development and continuous improvement of the project. In addition, the applicant proposes to use surveys to collect feedback from arts educators. P. 36-37. The applicant's plan for a planning committee to gather and review feedback and plan for improvement is strong and likely to result in continuous improvement of the professional development services.

Criteria 3 - The time commitments for the key personnel appear to be sufficient for the scope of the program. The applicant proposes to hire a full-time project director in addition to devoting .25 FTE of the Curriculum Coordinator and Teacher Development Specialist. In addition, the applicant plans to devote .50 FTE of the technology support specialist. P. 37-38. The time commitments of the key personnel are significant and appropriate to support the success of the project.

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. **The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:**

(1) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(3) The extent to which the proposed project is supported by strong theory (as defined in this notice).

Strengths:

Criteria 1 – The proposed project includes evaluation of arts educators' engagement with the project and the extent to which arts educators complete project tasks. The measures are objective and include measures to coincide with the key strands of the project. P. 39-42. The proposed evaluation plan includes both qualitative and quantitative data including student achievement data and professional development participation data. P. 39-41. The proposed evaluation plan is detailed and focused on the project goals.

Criteria 2 – The applicant proposes to use information from the evaluation throughout the project. The applicant has identified yearly objectives that will allow for an annual review of the progress of the proposed project. P. 44. The applicant provides a timeline of the evaluation activities. The evaluation plan is highly likely to allow the applicant to frequently assess the progress of the project.

Criteria 3 – The proposed project is appropriately supported by strong theory. Specifically, the project focuses on significantly increasing teacher professional development to improve their practice and instruction. P. 50-51. The applicant provides an appropriate logic model that supports the applicant's approach to the project. P. E75.

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Priority Questions

Competitive Preference Priority - Leveraging Technology

1. Projects that are designed to leverage technology through one or more of the following:

(a) Using high-speed Internet access and devices to increase students' and educators' access to high-quality accessible digital tools, assessments, and materials, particularly open educational resources.

(b) Implementing high-quality, accessible online courses, online learning communities, or online simulations, such as those for which educators could earn professional development credit or continuing education units through digital credentials based on demonstrated mastery of competencies and performance-based outcomes, instead of traditional time-based metrics.

Strengths:

The applicant proposes to leverage technology by integrating the use of technology throughout the project. Specifically, digital tools and online training will be used along with other modes of professional development. In addition, the applicant will provide an online discussion platform for teachers who are participating in the professional development program. P. E17, 2. The applicant will also use online tools to provide participants with digital badges demonstrating their mastery of professional development tasks. The use of high-quality digital tools and online courses and digital credentials is integrated seamlessly throughout the project.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

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Technical Review

Applicant: St. Lucie Public Schools (U351C170095)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	10	10
Quality of Project Services		
1. Project Services	25	25
Quality of Project Personnel		
1. Project Personnel	15	13
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Priority Questions		
Competitive Preference Priority		
Leveraging Technology		
1. CPP 1	5	5
Total	105	103

Technical Review Form

Panel #5 - Professional Development for Arts Educators - 5: 84.351C

Reader #3: *****

Applicant: St. Lucie Public Schools (U351C170095)

Questions

Selection Criteria - Need for Project

1. The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factors:

(1) The extent to which the proposed project will focus on serving or otherwise addressing the needs of disadvantaged individuals.

(2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

Strengths:

(1) The applicant clearly describes a strong focus on serving or otherwise addressing the needs of disadvantaged individuals. The applicant will recruit 45 educators...from 33 schools with poverty rates over 50%...with an average rate of (free/reduced lunch rate) of 82% (e17, e24,e25).

(2) The applicant describes several gaps/weaknesses in services, infrastructure and opportunities indicating a strong need for the funding of this project. They include: a) shifts in support away from funding the arts teachers with high quality professional development and only providing it to "core content" teachers (e25); in this district, arts educators do not have strong peer connections (e26); and art educators do not have a way of continuing to learn about and refine their art form (e26); as there has been no updated Arts Scope and Sequence for the district since 2007, arts educators are not teaching from current standards and are not prepared to develop rigorous and relevant lesson plans (e26).

Weaknesses:

No weaknesses were identified in the description of the projects addressing the needs of disadvantaged populations or in their identification of gaps/weaknesses in services.

Reader's Score: 10

Selection Criteria - Quality of Project Services

1. The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of the services to be provided by the proposed project, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:

(1) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

(2) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.

(3) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

Strengths:

The applicants description of the project ensures equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability not only by their recruitment efforts but by the GEPA statement by the School Board for St. Lucie County (e12). Additionally, the schools that were selected for this project are 33% Black, 30% Hispanic, 32% White and 6% Other.

(1) The applicant outlines a strong case for providing high quality professional development to increase teacher efficacy and student achievement through four strands of professional development with several components among which arts educators can choose including:

State/National Conferences and Art Residencies; Content Focused Training; Peer-to-Peer Training and Reflection and Self-Critique. (e29-e31).

(2) The applicant comprehensively describes the ArtSparks project as well designed to increase the “fidelity and rigor of instruction aligned with standards (e-31)” by providing training for arts educators and classroom teachers in aligning arts instruction with state standards and arts integration (e32).

(3) The applicant clearly describes ways that the ArtSparks project of exceptional quality by providing 60 hours of training activities annually over a four year period which were developed by both district and community collaborators (e45-49).

Weaknesses:

No weaknesses were identified.

Reader's Score: 25

Selection Criteria - Quality of Project Personnel

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. In addition, the Secretary considers the following factors:**

(1) The qualifications, including relevant training and experience, of key project personnel.

(2) The qualifications, including relevant training and experience, of project consultants or subcontractors.

Strengths:

The proposed project describes a focus on serving or otherwise addressing the needs of disadvantaged individuals by addressing it in the GEPA statement by the School Board for St. Lucie County (e12). The application states: “The District makes every effort to recruit teachers of different backgrounds...” (e43)

(1) The qualifications, training and experience of key project personnel described by the applicant are very strong. The project supervisor will be Director of Talent Development for the district, who has 18 years of experience in increasing teacher capacity as leaders (e45). The Curriculum Coordinator for the district will develop, implement and monitor the content and skills in the arts education provided by the project. She has a background in Music Education. The Talent Development Specialist for the district will support project implementation. She (along with being National Board Certified) is certified in drama, dance, visual art and media arts. A Project Director will be hired upon funding and will be responsible for leading all aspects of the project and reporting to the Director of Talent Development. The District IT support specialist will construct online community components and provide ongoing training and support. Director of Institutional Assessment at the University of Florida and Professor of Music Education will serve as evaluator of the project. Finally, four Arts Teacher-Leaders will serve as art coaches supporting the participating arts educators. (e44-e47)

(2) The applicant thoroughly describes the qualifications, training and experience of project consultants and subcontractors that strongly support the successful implementation of this project including. They will collaborate with and support the educators to develop cross-curricular lesson plans, provide opportunities for artists to display work, and overall general support (e48).

Weaknesses:

The applicant described no specific strategies for ensuring representation of underrepresented groups in the application or selection process for this project.

Reader's Score: 13

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

(3) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Strengths:

(1) The applicant described the management plan clearly including both the tasks, responsibilities, timelines and budget allocations for all components of the project. The management timeline is on e51-e54 and e58-e61 with budgetary breakdowns on e90-91.

(2) This application described clearly that procedures for ensuring feedback and continuous improvement are strongly in place for the proposed project. Feedback will be collected in the form of participant surveys, a planning committee formation and a rubric to assess program implementation utilized by the project director and planning committee. Surveys will occur yearly, the planning committee will meet three times annually to review progress and determine methods of improvement (e55-56).

(3) The applicant provided a comprehensive description of time commitments of a full time project director, art teacher leaders, the Curriculum Coordinator, a STEAM/Teacher Development Specialist, a Federal Programs/Grants Manager and an IT Specialist (e56-57) which will lead to strong implementation of this project by providing teachers with ongoing curriculum, instructional and technology support that they currently do not have (e26). This support will be provided by highly qualified personnel (e44-e47).

Weaknesses:

No weaknesses were identified.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors:

(1) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

(3) The extent to which the proposed project is supported by strong theory (as defined in this notice).

Strengths:

(1) The applicant clearly described that the evaluation to be conducted uses objective performance measures clearly related to the intended outcomes and uses both quantitative and qualitative methods to determine outcomes by employing a mixed method quasi-experimental research/evaluation design. (e57-58)

- quantitative assessments of targets for each of the four goals listed in the project on a yearly basis along with demographic data, minutes of arts instruction, minutes of arts integrated instruction per week in science etc. (e58-62)
- qualitative assessments include questionnaires, reflections, agenda and minutes, videos and work samples (e62)

(2) The applicant clearly described that these methods of evaluation will provide strong performance feedback and permit periodic assessment of progress toward achieving intended outcomes by yearly review of all data by the Project Director, other project personnel and External Evaluator to provide feed back to teachers and administrators (e62).

(3) The applicant thoroughly outlined that this proposed project is supported by strong theory in that much research shows that increased time for teacher professional development both out of school and job- embedded increases teacher effectiveness and student achievement. This study cites the research of Yoon (2007) (e69), Cooper (e29-30), Tarr et al (2008), Stein & Lane (1996) and Edmunds et al (2016) (e30).

Weaknesses:

No weaknesses were identified.

Reader's Score: 30

Priority Questions**Competitive Preference Priority - Leveraging Technology****1. Projects that are designed to leverage technology through one or more of the following:**

(a) Using high-speed Internet access and devices to increase students' and educators' access to high-quality accessible digital tools, assessments, and materials, particularly open educational resources.

(b) Implementing high-quality, accessible online courses, online learning communities, or online simulations, such as those for which educators could earn professional development credit or continuing education units through digital credentials based on demonstrated mastery of competencies and performance-based outcomes, instead of traditional time-based metrics.

Strengths:

(a) The St. Lucie Public Schools project will extensively use high speed internet access and devices for students and educators as tools, assessments and materials, particularly open educational resources by creating online educator communities, capturing video of educators teaching for reflection and self evaluation, creating digital portfolios and teacher/student assessments (e21-e22).

(b) St. Lucie Public Schools project includes the strong development of high-quality, accessible online courses where educators can earn credentialing in the form of badges and micro-credentialing (e21-e23).

Weaknesses:

No weaknesses were identified.

Reader's Score: 5

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